

Title: Touchpebbles Volume A		Alignment to Illinois ELA Standards
Lesson Number	Lesson Title	http://www.isbe.state.il.us/ILS/ela/stage_D/descriptor.htm
Lesson 1	A Different Kind of Class	<p>1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.</p> <p>1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.</p> <p>1.A.3 Use synonyms and antonyms to define words.</p> <p>1.A.4 Use word origins to construct the meanings of new words.</p> <p>1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self correct miscues that interfere with meaning.</p> <p>1.A.6 Recognize the difference between denotative and connotative meanings of words.</p> <p>1.A.7 Determine the meaning of a word in context when the word has multiple meanings.</p> <p>1.B.1 Set a purpose for reading and adjust as necessary before and during reading.</p> <p>1.B.2 Use self-questioning and teacher questioning to promote active reading.</p> <p>1.B.3 Infer before, during, and after reading.</p> <p>1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.</p> <p>1.B.5 Make connections from text to text, text to self, text to world.</p> <p>1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.</p> <p>1.B.7 Identify explicit and implicit main ideas.</p> <p>1.B.8 Differentiate between fact and opinion.</p> <p>1.B.10 Paraphrase/summarize information in a text.</p> <p>1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.</p> <p>1.B.12 Critique text using personal reflections and responses.</p> <p>1.B.13 Generalize meanings from figurative language.</p> <p>1.B.15 Read age-appropriate material aloud with fluency and accuracy.</p> <p>1.C.1 Use evidence in text to modify predictions and questions.</p> <p>1.C.2 Use evidence in text to respond to open-ended questions.</p> <p>1.C.3 Use evidence in text to generate and confirm or reject hypotheses.</p> <p>1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.</p> <p>1.C.6 Select reading strategies for text appropriate to the reader's purpose.</p> <p>1.C.9 Paraphrase/summarize narrative text according to text structure.</p> <p>1.C.11 Recognize similarities and differences when presented with varying styles or points of view.</p> <p>1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.</p> <p>2.A.1 Read a wide range of fiction.</p> <p>2.A.2 Identify and compare themes or messages in various selections.</p> <p>2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of works by a variety of authors from different times and cultures.</p> <p>2.A.4 Identify and discuss the elements of plot and subplot.</p> <p>2.A.5 Identify/compare characters' attributes and motives</p> <p>2.A.6 Make inferences about character traits and check text for verification.</p>

	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.B.2 Support an interpretation by citing the text.
	2.B.4 Analyze several works that have a common theme.
	2.B.6 Support plausible interpretations with evidence from the text.
	3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
	3.A.2 Demonstrate subject/verb agreement.
	3.A.3 Use appropriate capitalization.
	3.A.4 Use appropriate punctuation.
	3.A.5 Use correct spelling of appropriate high frequency words.
	3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
	3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).
	3.A.8 Proofread one's own work and the work of others and revise accordingly.
	3.B.2 Compose topic sentence; establish and maintain a focus.
	3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
	3.B.4 Use basic transitions to connect ideas.
	3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
	3.B.6 Use adjectives and adverbs to enrich written language.
	3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
	3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1 Use appropriate language, detail, and format for a specified audience.
	3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
	4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.
	4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
	4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
	4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 2	
The Judge	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
	1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
	1.A.3 Use synonyms and antonyms to define words.
	1.A.4 Use word origins to construct the meanings of new words.

	1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self correct miscues that interfere with meaning.
	1.A.6 Recognize the difference between denotative and connotative meanings of words.
	1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
	1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
	1.B.2 Use self-questioning and teacher questioning to promote active reading.
	1.B.3 Infer before, during, and after reading.
	1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
	1.B.5 Make connections from text to text, text to self, text to world.
	1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
	1.B.7 Identify explicit and implicit main ideas.
	1.B.8 Differentiate between fact and opinion.
	1.B.10 Paraphrase/summarize information in a text.
	1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
	1.B.12 Critique text using personal reflections and responses.
	1.B.13 Generalize meanings from figurative language.
	1.B.15 Read age-appropriate material aloud with fluency and accuracy.
	1.C.1 Use evidence in text to modify predictions and questions.
	1.C.2 Use evidence in text to respond to open-ended questions.
	1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
	1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
	1.C.6 Select reading strategies for text appropriate to the reader's purpose.
	1.C.9 Paraphrase/summarize narrative text according to text structure.
	1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
	1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
	2.A.1 Read a wide range of fiction.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of works by a variety of authors from different times and cultures.
	2.A.4 Identify and discuss the elements of plot and subplot.
	2.A.5 Identify/compare characters' attributes and motives
	2.A.6 Make inferences about character traits and check text for verification.
	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.B.2 Support an interpretation by citing the text.
	2.B.4 Analyze several works that have a common theme.
	2.B.6 Support plausible interpretations with evidence from the text.

		3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
		3.A.2 Demonstrate subject/verb agreement.
		3.A.3 Use appropriate capitalization.
		3.A.4 Use appropriate punctuation.
		3.A.5 Use correct spelling of appropriate high frequency words.
		3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
		3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).
		3.A.8 Proofread one's own work and the work of others and revise accordingly.
		3.B.2 Compose topic sentence; establish and maintain a focus.
		3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
		3.B.4 Use basic transitions to connect ideas.
		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
		3.B.6 Use adjectives and adverbs to enrich written language.
		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
		3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 3 The Camel and the Jackal		1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
		1.B.5 Make connections from text to text, text to self, text to world.

	1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
	1.B.7 Identify explicit and implicit main ideas.
	1.B.8 Differentiate between fact and opinion.
	1.B.10 Paraphrase/summarize information in a text.
	1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
	1.B.12 Critique text using personal reflections and responses.
	1.B.13 Generalize meanings from figurative language.
	1.B.15 Read age-appropriate material aloud with fluency and accuracy.
	1.C.1 Use evidence in text to modify predictions and questions.
	1.C.2 Use evidence in text to respond to open-ended questions.
	1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
	1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
	1.C.6 Select reading strategies for text appropriate to the reader's purpose.
	1.C.9 Paraphrase/summarize narrative text according to text structure.
	1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
	1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
	2.A.1 Read a wide range of fiction.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of works by a variety of authors from different times and cultures.
	2.A.4 Identify and discuss the elements of plot and subplot.
	2.A.5 Identify/compare characters' attributes and motives
	2.A.6 Make inferences about character traits and check text for verification.
	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.B.2 Support an interpretation by citing the text.
	2.B.4 Analyze several works that have a common theme.
	2.B.6 Support plausible interpretations with evidence from the text.
	3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
	3.A.2 Demonstrate subject/verb agreement.
	3.A.3 Use appropriate capitalization.
	3.A.4 Use appropriate punctuation.
	3.A.5 Use correct spelling of appropriate high frequency words.
	3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
	3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).

		3.A.8 Proofread one's own work and the work of others and revise accordingly.
		3.B.2 Compose topic sentence; establish and maintain a focus.
		3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
		3.B.4 Use basic transitions to connect ideas.
		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
		3.B.6 Use adjectives and adverbs to enrich written language.
		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
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Lesson 4	The Clever Thief	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self-correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
		1.B.5 Make connections from text to text, text to self, text to world.
		1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
		1.B.7 Identify explicit and implicit main ideas.
		1.B.8 Differentiate between fact and opinion.
		1.B.10 Paraphrase/summarize information in a text.
		1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
		1.B.12 Critique text using personal reflections and responses.
		1.B.13 Generalize meanings from figurative language.

	1.B.15 Read age-appropriate material aloud with fluency and accuracy.
	1.C.1 Use evidence in text to modify predictions and questions.
	1.C.2 Use evidence in text to respond to open-ended questions.
	1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
	1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
	1.C.6 Select reading strategies for text appropriate to the reader's purpose.
	1.C.9 Paraphrase/summarize narrative text according to text structure.
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	2.A.1 Read a wide range of fiction.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of works by a variety of authors from different times and cultures.
	2.A.4 Identify and discuss the elements of plot and subplot.
	2.A.5 Identify/compare characters' attributes and motives
	2.A.6 Make inferences about character traits and check text for verification.
	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.B.2 Support an interpretation by citing the text.
	2.B.4 Analyze several works that have a common theme.
	2.B.6 Support plausible interpretations with evidence from the text.
	3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
	3.A.2 Demonstrate subject/verb agreement.
	3.A.3 Use appropriate capitalization.
	3.A.4 Use appropriate punctuation.
	3.A.5 Use correct spelling of appropriate high frequency words.
	3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
	3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).
	3.A.8 Proofread one's own work and the work of others and revise accordingly.
	3.B.2 Compose topic sentence; establish and maintain a focus.
	3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
	3.B.4 Use basic transitions to connect ideas.
	3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
	3.B.6 Use adjectives and adverbs to enrich written language.
	3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
	3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).

		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 5	Hound and Hunter	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self-correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
		1.B.5 Make connections from text to text, text to self, text to world.
		1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
		1.B.7 Identify explicit and implicit main ideas.
		1.B.8 Differentiate between fact and opinion.
		1.B.10 Paraphrase/summarize information in a text.
		1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
		1.B.12 Critique text using personal reflections and responses.
		1.B.13 Generalize meanings from figurative language.
		1.B.15 Read age-appropriate material aloud with fluency and accuracy.
		1.C.1 Use evidence in text to modify predictions and questions.
		1.C.2 Use evidence in text to respond to open-ended questions.
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		1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
		1.C.6 Select reading strategies for text appropriate to the reader's purpose.
		1.C.9 Paraphrase/summarize narrative text according to text structure.
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	1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
	2.A.1 Read a wide range of fiction.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of works by a variety of authors from different times and cultures.
	2.A.4 Identify and discuss the elements of plot and subplot.
	2.A.5 Identify/compare characters' attributes and motives
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	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.B.2 Support an interpretation by citing the text.
	2.B.4 Analyze several works that have a common theme.
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	3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
	3.A.2 Demonstrate subject/verb agreement.
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	3.A.8 Proofread one's own work and the work of others and revise accordingly.
	3.B.2 Compose topic sentence; establish and maintain a focus.
	3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
	3.B.4 Use basic transitions to connect ideas.
	3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
	3.B.6 Use adjectives and adverbs to enrich written language.
	3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
	3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1 Use appropriate language, detail, and format for a specified audience.
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	4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.
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	4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).

		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 6	The Lion and the Mouse	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
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		1.B.8 Differentiate between fact and opinion.
		1.B.10 Paraphrase/summarize information in a text.
		1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
		1.B.12 Critique text using personal reflections and responses.
		1.B.13 Generalize meanings from figurative language.
		1.B.15 Read age-appropriate material aloud with fluency and accuracy.
		1.C.1 Use evidence in text to modify predictions and questions.
		1.C.2 Use evidence in text to respond to open-ended questions.
		1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
		1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
		1.C.6 Select reading strategies for text appropriate to the reader's purpose.
		1.C.9 Paraphrase/summarize narrative text according to text structure.
		1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
		1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
		2.A.1 Read a wide range of fiction.
		2.A.2 Identify and compare themes or messages in various selections.
		2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of works by a variety of authors from different times and cultures.
		2.A.4 Identify and discuss the elements of plot and subplot.
		2.A.5 Identify/compare characters' attributes and motives

		2.A.6 Make inferences about character traits and check text for verification. 2.A.7 Analyze unfamiliar vocabulary. 2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text. 2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
		2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world. 2.B.2 Support an interpretation by citing the text. 2.B.4 Analyze several works that have a common theme. 2.B.6 Support plausible interpretations with evidence from the text.
		3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory). 3.A.2 Demonstrate subject/verb agreement. 3.A.3 Use appropriate capitalization. 3.A.4 Use appropriate punctuation. 3.A.5 Use correct spelling of appropriate high frequency words. 3.A.6 Demonstrate progression from phonetic to conventional spelling of words. 3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb). 3.A.8 Proofread one's own work and the work of others and revise accordingly.
		3.B.2 Compose topic sentence; establish and maintain a focus. 3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context. 3.B.4 Use basic transitions to connect ideas. 3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration). 3.B.6 Use adjectives and adverbs to enrich written language. 3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately. 3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher). 3.C.1 Use appropriate language, detail, and format for a specified audience. 3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus. 4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions. 4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 7	A Test of Strength	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.

	1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self-correct miscues that interfere with meaning.
	1.A.6 Recognize the difference between denotative and connotative meanings of words.
	1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
	1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
	1.B.2 Use self-questioning and teacher questioning to promote active reading.
	1.B.3 Infer before, during, and after reading.
	1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
	1.B.5 Make connections from text to text, text to self, text to world.
	1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
	1.B.7 Identify explicit and implicit main ideas.
	1.B.8 Differentiate between fact and opinion.
	1.B.10 Paraphrase/summarize information in a text.
	1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
	1.B.12 Critique text using personal reflections and responses.
	1.B.13 Generalize meanings from figurative language.
	1.B.15 Read age-appropriate material aloud with fluency and accuracy.
	1.C.1 Use evidence in text to modify predictions and questions.
	1.C.2 Use evidence in text to respond to open-ended questions.
	1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
	1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
	1.C.6 Select reading strategies for text appropriate to the reader's purpose.
	1.C.9 Paraphrase/summarize narrative text according to text structure.
	1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
	1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
	2.A.1 Read a wide range of fiction.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of works by a variety of authors from different times and cultures.
	2.A.4 Identify and discuss the elements of plot and subplot.
	2.A.5 Identify/compare characters' attributes and motives
	2.A.6 Make inferences about character traits and check text for verification.
	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.B.2 Support an interpretation by citing the text.
	2.B.4 Analyze several works that have a common theme.
	2.B.6 Support plausible interpretations with evidence from the text.

		3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
		3.A.2 Demonstrate subject/verb agreement.
		3.A.3 Use appropriate capitalization.
		3.A.4 Use appropriate punctuation.
		3.A.5 Use correct spelling of appropriate high frequency words.
		3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
		3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).
		3.A.8 Proofread one's own work and the work of others and revise accordingly.
		3.B.2 Compose topic sentence; establish and maintain a focus.
		3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
		3.B.4 Use basic transitions to connect ideas.
		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
		3.B.6 Use adjectives and adverbs to enrich written language.
		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
		3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 8 Pandora's Box		1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
		1.B.5 Make connections from text to text, text to self, text to world.

	1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
	1.B.7 Identify explicit and implicit main ideas.
	1.B.8 Differentiate between fact and opinion.
	1.B.10 Paraphrase/summarize information in a text.
	1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
	1.B.12 Critique text using personal reflections and responses.
	1.B.13 Generalize meanings from figurative language.
	1.B.15 Read age-appropriate material aloud with fluency and accuracy.
	1.C.1 Use evidence in text to modify predictions and questions.
	1.C.2 Use evidence in text to respond to open-ended questions.
	1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
	1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
	1.C.6 Select reading strategies for text appropriate to the reader's purpose.
	1.C.9 Paraphrase/summarize narrative text according to text structure.
	1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
	1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
	2.A.1 Read a wide range of fiction.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of works by a variety of authors from different times and cultures.
	2.A.4 Identify and discuss the elements of plot and subplot.
	2.A.5 Identify/compare characters' attributes and motives
	2.A.6 Make inferences about character traits and check text for verification.
	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.B.2 Support an interpretation by citing the text.
	2.B.4 Analyze several works that have a common theme.
	2.B.6 Support plausible interpretations with evidence from the text.
	3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
	3.A.2 Demonstrate subject/verb agreement.
	3.A.3 Use appropriate capitalization.
	3.A.4 Use appropriate punctuation.
	3.A.5 Use correct spelling of appropriate high frequency words.
	3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
	3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).

		3.A.8 Proofread one's own work and the work of others and revise accordingly.
		3.B.2 Compose topic sentence; establish and maintain a focus.
		3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
		3.B.4 Use basic transitions to connect ideas.
		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
		3.B.6 Use adjectives and adverbs to enrich written language.
		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
		3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 9		
Lesson 9	The Confessions	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self-correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
		1.B.5 Make connections from text to text, text to self, text to world.
		1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
		1.B.7 Identify explicit and implicit main ideas.
		1.B.8 Differentiate between fact and opinion.
		1.B.9 Infer cause/effect relationships in expository text.
		1.B.10 Paraphrase/summarize information in a text.
		1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
		1.B.12 Critique text using personal reflections and responses.

	1.B.13 Generalize meanings from figurative language.
	1.B.15 Read age-appropriate material aloud with fluency and accuracy.
	1.C.1 Use evidence in text to modify predictions and questions.
	1.C.2 Use evidence in text to respond to open-ended questions.
	1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
	1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
	1.C.6 Select reading strategies for text appropriate to the reader's purpose.
	1.C.7 Make generalizations based on relevant information from expository text.
	1.C.8 Recognize main ideas and secondary ideas in expository text.
	1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
	1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.B.2 Support an interpretation by citing the text.
	2.B.4 Analyze several works that have a common theme.
	2.B.5 Read a wide range of nonfiction (e.g., books, newspapers, magazines, textbooks, visual media).
	2.B.6 Support plausible interpretations with evidence from the text.
	3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
	3.A.2 Demonstrate subject/verb agreement.
	3.A.3 Use appropriate capitalization.
	3.A.4 Use appropriate punctuation.
	3.A.5 Use correct spelling of appropriate high frequency words.
	3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
	3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).
	3.A.8 Proofread one's own work and the work of others and revise accordingly.
	3.B.2 Compose topic sentence; establish and maintain a focus.
	3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
	3.B.4 Use basic transitions to connect ideas.
	3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
	3.B.6 Use adjectives and adverbs to enrich written language.
	3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
	3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1 Use appropriate language, detail, and format for a specified audience.
	3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.

		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 10	Emile or On Education	
		1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
		1.B.5 Make connections from text to text, text to self, text to world.
		1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
		1.B.7 Identify explicit and implicit main ideas.
		1.B.8 Differentiate between fact and opinion.
		1.B.9 Infer cause/effect relationships in expository text.
		1.B.10 Paraphrase/summarize information in a text.
		1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
		1.B.12 Critique text using personal reflections and responses.
		1.B.13 Generalize meanings from figurative language.
		1.B.15 Read age-appropriate material aloud with fluency and accuracy.
		1.C.1 Use evidence in text to modify predictions and questions.
		1.C.2 Use evidence in text to respond to open-ended questions.
		1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
		1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
		1.C.6 Select reading strategies for text appropriate to the reader's purpose.
		1.C.7 Make generalizations based on relevant information from expository text.
		1.C.8 Recognize main ideas and secondary ideas in expository text.
		1.C.11 Recognize similarities and differences when presented with varying styles or points of view.

		1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
		2.A.2 Identify and compare themes or messages in various selections.
		2.A.7 Analyze unfamiliar vocabulary.
		2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
		2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
		2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
		2.B.2 Support an interpretation by citing the text.
		2.B.4 Analyze several works that have a common theme.
		2.B.5 Read a wide range of nonfiction (e.g., books, newspapers, magazines, textbooks, visual media).
		2.B.6 Support plausible interpretations with evidence from the text.
		3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
		3.A.2 Demonstrate subject/verb agreement.
		3.A.3 Use appropriate capitalization.
		3.A.4 Use appropriate punctuation.
		3.A.5 Use correct spelling of appropriate high frequency words.
		3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
		3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).
		3.A.8 Proofread one's own work and the work of others and revise accordingly.
		3.B.2 Compose topic sentence; establish and maintain a focus.
		3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
		3.B.4 Use basic transitions to connect ideas.
		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
		3.B.6 Use adjectives and adverbs to enrich written language.
		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
		3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 11	The Pillow	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.

	1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
	1.A.3 Use synonyms and antonyms to define words.
	1.A.4 Use word origins to construct the meanings of new words.
	1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self correct miscues that interfere with meaning.
	1.A.6 Recognize the difference between denotative and connotative meanings of words.
	1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
	1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
	1.B.2 Use self-questioning and teacher questioning to promote active reading.
	1.B.3 Infer before, during, and after reading.
	1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
	1.B.5 Make connections from text to text, text to self, text to world.
	1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
	1.B.7 Identify explicit and implicit main ideas.
	1.B.8 Differentiate between fact and opinion.
	1.B.10 Paraphrase/summarize information in a text.
	1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
	1.B.12 Critique text using personal reflections and responses.
	1.B.13 Generalize meanings from figurative language.
	1.B.15 Read age-appropriate material aloud with fluency and accuracy.
	1.C.1 Use evidence in text to modify predictions and questions.
	1.C.2 Use evidence in text to respond to open-ended questions.
	1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
	1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
	1.C.6 Select reading strategies for text appropriate to the reader's purpose.
	1.C.9 Paraphrase/summarize narrative text according to text structure.
	1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
	1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
	2.A.1 Read a wide range of fiction.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of works by a variety of authors from different times and cultures.
	2.A.4 Identify and discuss the elements of plot and subplot.
	2.A.5 Identify/compare characters' attributes and motives
	2.A.6 Make inferences about character traits and check text for verification.
	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).

		2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
		2.B.2 Support an interpretation by citing the text.
		2.B.4 Analyze several works that have a common theme.
		2.B.6 Support plausible interpretations with evidence from the text.
		3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
		3.A.2 Demonstrate subject/verb agreement.
		3.A.3 Use appropriate capitalization.
		3.A.4 Use appropriate punctuation.
		3.A.5 Use correct spelling of appropriate high frequency words.
		3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
		3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).
		3.A.8 Proofread one's own work and the work of others and revise accordingly.
		3.B.2 Compose topic sentence; establish and maintain a focus.
		3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
		3.B.4 Use basic transitions to connect ideas.
		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
		3.B.6 Use adjectives and adverbs to enrich written language.
		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
		3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 12	Catching Fish in the Forest	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.

	1.B.2 Use self-questioning and teacher questioning to promote active reading.
	1.B.3 Infer before, during, and after reading.
	1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
	1.B.5 Make connections from text to text, text to self, text to world.
	1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
	1.B.7 Identify explicit and implicit main ideas.
	1.B.8 Differentiate between fact and opinion.
	1.B.10 Paraphrase/summarize information in a text.
	1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
	1.B.12 Critique text using personal reflections and responses.
	1.B.13 Generalize meanings from figurative language.
	1.B.15 Read age-appropriate material aloud with fluency and accuracy.
	1.C.1 Use evidence in text to modify predictions and questions.
	1.C.2 Use evidence in text to respond to open-ended questions.
	1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
	1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
	1.C.6 Select reading strategies for text appropriate to the reader's purpose.
	1.C.9 Paraphrase/summarize narrative text according to text structure.
	1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
	1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
	2.A.1 Read a wide range of fiction.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of works by a variety of authors from different times and cultures.
	2.A.4 Identify and discuss the elements of plot and subplot.
	2.A.5 Identify/compare characters' attributes and motives
	2.A.6 Make inferences about character traits and check text for verification.
	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.B.2 Support an interpretation by citing the text.
	2.B.4 Analyze several works that have a common theme.
	2.B.6 Support plausible interpretations with evidence from the text.
	3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
	3.A.2 Demonstrate subject/verb agreement.
	3.A.3 Use appropriate capitalization.

		3.A.4 Use appropriate punctuation. 3.A.5 Use correct spelling of appropriate high frequency words. 3.A.6 Demonstrate progression from phonetic to conventional spelling of words. 3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb). 3.A.8 Proofread one's own work and the work of others and revise accordingly. 3.B.2 Compose topic sentence; establish and maintain a focus. 3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context. 3.B.4 Use basic transitions to connect ideas. 3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration). 3.B.6 Use adjectives and adverbs to enrich written language. 3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately. 3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher). 3.C.1 Use appropriate language, detail, and format for a specified audience. 3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus. 4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions. 4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies). 4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 13	The Eagle	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words. 1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning. 1.A.3 Use synonyms and antonyms to define words. 1.A.4 Use word origins to construct the meanings of new words. 1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self-correct miscues that interfere with meaning. 1.A.6 Recognize the difference between denotative and connotative meanings of words. 1.A.7 Determine the meaning of a word in context when the word has multiple meanings. 1.B.1 Set a purpose for reading and adjust as necessary before and during reading. 1.B.2 Use self-questioning and teacher questioning to promote active reading. 1.B.3 Infer before, during, and after reading. 1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading. 1.B.5 Make connections from text to text, text to self, text to world. 1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world. 1.B.7 Identify explicit and implicit main ideas. 1.B.8 Differentiate between fact and opinion.

	1.B.10 Paraphrase/summarize information in a text.
	1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
	1.B.12 Critique text using personal reflections and responses.
	1.B.13 Generalize meanings from figurative language.
	1.B.15 Read age-appropriate material aloud with fluency and accuracy.
	1.C.1 Use evidence in text to modify predictions and questions.
	1.C.2 Use evidence in text to respond to open-ended questions.
	1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
	1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
	1.C.6 Select reading strategies for text appropriate to the reader's purpose.
	1.C.9 Paraphrase/summarize narrative text according to text structure.
	1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
	1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
	2.A.1 Read a wide range of fiction.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of works by a variety of authors from different times and cultures.
	2.A.4 Identify and discuss the elements of plot and subplot.
	2.A.5 Identify/compare characters' attributes and motives
	2.A.6 Make inferences about character traits and check text for verification.
	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
	2.A.10 Identify rhythm and rhyme in original work.
	2.A.11 Identify poetic devices (e.g., alliteration, assonance, consonance, onomatopoeia, rhyme scheme)
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.B.2 Support an interpretation by citing the text.
	2.B.4 Analyze several works that have a common theme.
	2.B.6 Support plausible interpretations with evidence from the text.
	3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
	3.A.2 Demonstrate subject/verb agreement.
	3.A.3 Use appropriate capitalization.
	3.A.4 Use appropriate punctuation.
	3.A.5 Use correct spelling of appropriate high frequency words.
	3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
	3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).
	3.A.8 Proofread one's own work and the work of others and revise accordingly.
	3.B.2 Compose topic sentence; establish and maintain a focus.

		3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
		3.B.4 Use basic transitions to connect ideas.
		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
		3.B.6 Use adjectives and adverbs to enrich written language.
		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
		3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 14 They Share the Work		1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self-correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
		1.B.5 Make connections from text to text, text to self, text to world.
		1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
		1.B.7 Identify explicit and implicit main ideas.
		1.B.8 Differentiate between fact and opinion.
		1.B.10 Paraphrase/summarize information in a text.
		1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
		1.B.12 Critique text using personal reflections and responses.
		1.B.13 Generalize meanings from figurative language.
		1.B.15 Read age-appropriate material aloud with fluency and accuracy.
		1.C.1 Use evidence in text to modify predictions and questions.

	1.C.2 Use evidence in text to respond to open-ended questions.
	1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
	1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
	1.C.6 Select reading strategies for text appropriate to the reader's purpose.
	1.C.9 Paraphrase/summarize narrative text according to text structure.
	1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
	1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
	2.A.1 Read a wide range of fiction.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of works by a variety of authors from different times and cultures.
	2.A.4 Identify and discuss the elements of plot and subplot.
	2.A.5 Identify/compare characters' attributes and motives
	2.A.6 Make inferences about character traits and check text for verification.
	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.B.2 Support an interpretation by citing the text.
	2.B.4 Analyze several works that have a common theme.
	2.B.6 Support plausible interpretations with evidence from the text.
	3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
	3.A.2 Demonstrate subject/verb agreement.
	3.A.3 Use appropriate capitalization.
	3.A.4 Use appropriate punctuation.
	3.A.5 Use correct spelling of appropriate high frequency words.
	3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
	3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).
	3.A.8 Proofread one's own work and the work of others and revise accordingly.
	3.B.2 Compose topic sentence; establish and maintain a focus.
	3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
	3.B.4 Use basic transitions to connect ideas.
	3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
	3.B.6 Use adjectives and adverbs to enrich written language.
	3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
	3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1 Use appropriate language, detail, and format for a specified audience.
	3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.

		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 15	Two Portraits	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
		1.B.5 Make connections from text to text, text to self, text to world.
		1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
		1.B.7 Identify explicit and implicit main ideas.
		1.B.8 Differentiate between fact and opinion.
		1.B.10 Paraphrase/summarize information in a text.
		1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
		1.B.12 Critique text using personal reflections and responses.
		1.B.13 Generalize meanings from figurative language.
		1.B.15 Read age-appropriate material aloud with fluency and accuracy.
		1.C.1 Use evidence in text to modify predictions and questions.
		1.C.2 Use evidence in text to respond to open-ended questions.
		1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
		1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
		1.C.6 Select reading strategies for text appropriate to the reader's purpose.
		1.C.9 Paraphrase/summarize narrative text according to text structure.
		1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
		1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.

	2.A.1 Read a wide range of fiction.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of works by a variety of authors from different times and cultures.
	2.A.4 Identify and discuss the elements of plot and subplot.
	2.A.5 Identify/compare characters' attributes and motives
	2.A.6 Make inferences about character traits and check text for verification.
	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.B.2 Support an interpretation by citing the text.
	2.B.4 Analyze several works that have a common theme.
	2.B.6 Support plausible interpretations with evidence from the text.
	3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
	3.A.2 Demonstrate subject/verb agreement.
	3.A.3 Use appropriate capitalization.
	3.A.4 Use appropriate punctuation.
	3.A.5 Use correct spelling of appropriate high frequency words.
	3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
	3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).
	3.A.8 Proofread one's own work and the work of others and revise accordingly.
	3.B.2 Compose topic sentence; establish and maintain a focus.
	3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
	3.B.4 Use basic transitions to connect ideas.
	3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
	3.B.6 Use adjectives and adverbs to enrich written language.
	3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
	3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1 Use appropriate language, detail, and format for a specified audience.
	3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
	4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.
	4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
	4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
	4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).

Lesson 16	The Republic	<p>1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.</p> <p>1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.</p> <p>1.A.3 Use synonyms and antonyms to define words.</p> <p>1.A.4 Use word origins to construct the meanings of new words.</p> <p>1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self-correct miscues that interfere with meaning.</p> <p>1.A.6 Recognize the difference between denotative and connotative meanings of words.</p> <p>1.A.7 Determine the meaning of a word in context when the word has multiple meanings.</p> <p>1.B.1 Set a purpose for reading and adjust as necessary before and during reading.</p> <p>1.B.2 Use self-questioning and teacher questioning to promote active reading.</p> <p>1.B.3 Infer before, during, and after reading.</p> <p>1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.</p> <p>1.B.5 Make connections from text to text, text to self, text to world.</p> <p>1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.</p> <p>1.B.7 Identify explicit and implicit main ideas.</p> <p>1.B.8 Differentiate between fact and opinion.</p> <p>1.B.9 Infer cause/effect relationships in expository text.</p> <p>1.B.10 Paraphrase/summarize information in a text.</p> <p>1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.</p> <p>1.B.12 Critique text using personal reflections and responses.</p> <p>1.B.13 Generalize meanings from figurative language.</p> <p>1.B.15 Read age-appropriate material aloud with fluency and accuracy.</p> <p>1.C.1 Use evidence in text to modify predictions and questions.</p> <p>1.C.2 Use evidence in text to respond to open-ended questions.</p> <p>1.C.3 Use evidence in text to generate and confirm or reject hypotheses.</p> <p>1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.</p> <p>1.C.6 Select reading strategies for text appropriate to the reader's purpose.</p> <p>1.C.7 Make generalizations based on relevant information from expository text.</p> <p>1.C.8 Recognize main ideas and secondary ideas in expository text.</p> <p>1.C.11 Recognize similarities and differences when presented with varying styles or points of view.</p> <p>1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.</p> <p>2.A.2 Identify and compare themes or messages in various selections.</p> <p>2.A.7 Analyze unfamiliar vocabulary.</p> <p>2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.</p> <p>2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).</p> <p>2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.</p> <p>2.B.2 Support an interpretation by citing the text.</p>
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		2.B.4 Analyze several works that have a common theme.
		2.B.5 Read a wide range of nonfiction (e.g., books, newspapers, magazines, textbooks, visual media).
		2.B.6 Support plausible interpretations with evidence from the text.
		3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
		3.A.2 Demonstrate subject/verb agreement.
		3.A.3 Use appropriate capitalization.
		3.A.4 Use appropriate punctuation.
		3.A.5 Use correct spelling of appropriate high frequency words.
		3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
		3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).
		3.A.8 Proofread one's own work and the work of others and revise accordingly.
		3.B.2 Compose topic sentence; establish and maintain a focus.
		3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
		3.B.4 Use basic transitions to connect ideas.
		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
		3.B.6 Use adjectives and adverbs to enrich written language.
		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
		3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 17 How to Catch a Thief		1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.

	1.B.3 Infer before, during, and after reading.
	1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
	1.B.5 Make connections from text to text, text to self, text to world.
	1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
	1.B.7 Identify explicit and implicit main ideas.
	1.B.8 Differentiate between fact and opinion.
	1.B.10 Paraphrase/summarize information in a text.
	1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
	1.B.12 Critique text using personal reflections and responses.
	1.B.13 Generalize meanings from figurative language.
	1.B.15 Read age-appropriate material aloud with fluency and accuracy.
	1.C.1 Use evidence in text to modify predictions and questions.
	1.C.2 Use evidence in text to respond to open-ended questions.
	1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
	1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
	1.C.6 Select reading strategies for text appropriate to the reader's purpose.
	1.C.9 Paraphrase/summarize narrative text according to text structure.
	1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
	1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
	2.A.1 Read a wide range of fiction.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of works by a variety of authors from different times and cultures.
	2.A.4 Identify and discuss the elements of plot and subplot.
	2.A.5 Identify/compare characters' attributes and motives
	2.A.6 Make inferences about character traits and check text for verification.
	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.B.2 Support an interpretation by citing the text.
	2.B.4 Analyze several works that have a common theme.
	2.B.6 Support plausible interpretations with evidence from the text.
	3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
	3.A.2 Demonstrate subject/verb agreement.
	3.A.3 Use appropriate capitalization.
	3.A.4 Use appropriate punctuation.

		3.A.5 Use correct spelling of appropriate high frequency words. 3.A.6 Demonstrate progression from phonetic to conventional spelling of words. 3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb). 3.A.8 Proofread one's own work and the work of others and revise accordingly. 3.B.2 Compose topic sentence; establish and maintain a focus. 3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context. 3.B.4 Use basic transitions to connect ideas.
		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration). 3.B.6 Use adjectives and adverbs to enrich written language. 3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately. 3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher). 3.C.1 Use appropriate language, detail, and format for a specified audience. 3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus. 4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions. 4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 18	Definitions of a Straight Line	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words. 1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning. 1.A.3 Use synonyms and antonyms to define words. 1.A.4 Use word origins to construct the meanings of new words. 1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self correct miscues that interfere with meaning. 1.A.6 Recognize the difference between denotative and connotative meanings of words. 1.A.7 Determine the meaning of a word in context when the word has multiple meanings. 1.B.1 Set a purpose for reading and adjust as necessary before and during reading. 1.B.2 Use self-questioning and teacher questioning to promote active reading. 1.B.3 Infer before, during, and after reading. 1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading. 1.B.5 Make connections from text to text, text to self, text to world. 1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world. 1.B.7 Identify explicit and implicit main ideas. 1.B.8 Differentiate between fact and opinion. 1.B.9 Infer cause/effect relationships in expository text.

	1.B.10 Paraphrase/summarize information in a text.
	1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
	1.B.12 Critique text using personal reflections and responses.
	1.B.13 Generalize meanings from figurative language.
	1.B.15 Read age-appropriate material aloud with fluency and accuracy.
	1.C.1 Use evidence in text to modify predictions and questions.
	1.C.2 Use evidence in text to respond to open-ended questions.
	1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
	1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
	1.C.6 Select reading strategies for text appropriate to the reader's purpose.
	1.C.7 Make generalizations based on relevant information from expository text.
	1.C.8 Recognize main ideas and secondary ideas in expository text.
	1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
	1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.B.2 Support an interpretation by citing the text.
	2.B.4 Analyze several works that have a common theme.
	2.B.5 Read a wide range of nonfiction (e.g., books, newspapers, magazines, textbooks, visual media).
	2.B.6 Support plausible interpretations with evidence from the text.
	3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
	3.A.2 Demonstrate subject/verb agreement.
	3.A.3 Use appropriate capitalization.
	3.A.4 Use appropriate punctuation.
	3.A.5 Use correct spelling of appropriate high frequency words.
	3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
	3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).
	3.A.8 Proofread one's own work and the work of others and revise accordingly.
	3.B.2 Compose topic sentence; establish and maintain a focus.
	3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
	3.B.4 Use basic transitions to connect ideas.
	3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
	3.B.6 Use adjectives and adverbs to enrich written language.

		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
		3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 19		
Lesson 19 Gilgamesh the King	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.	
	1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.	
	1.A.3 Use synonyms and antonyms to define words.	
	1.A.4 Use word origins to construct the meanings of new words.	
	1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self correct miscues that interfere with meaning.	
	1.A.6 Recognize the difference between denotative and connotative meanings of words.	
	1.A.7 Determine the meaning of a word in context when the word has multiple meanings.	
	1.B.1 Set a purpose for reading and adjust as necessary before and during reading.	
	1.B.2 Use self-questioning and teacher questioning to promote active reading.	
	1.B.3 Infer before, during, and after reading.	
	1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.	
	1.B.5 Make connections from text to text, text to self, text to world.	
	1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.	
	1.B.7 Identify explicit and implicit main ideas.	
	1.B.8 Differentiate between fact and opinion.	
	1.B.10 Paraphrase/summarize information in a text.	
	1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.	
	1.B.12 Critique text using personal reflections and responses.	
	1.B.13 Generalize meanings from figurative language.	
	1.B.15 Read age-appropriate material aloud with fluency and accuracy.	
Lesson 20 The Tell-Tale Heart	1.C.1 Use evidence in text to modify predictions and questions.	
	1.C.2 Use evidence in text to respond to open-ended questions.	
	1.C.3 Use evidence in text to generate and confirm or reject hypotheses.	
	1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.	
	1.C.6 Select reading strategies for text appropriate to the reader's purpose.	
	1.C.9 Paraphrase/summarize narrative text according to text structure.	

	1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
	1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
	2.A.1 Read a wide range of fiction.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of works by a variety of authors from different times and cultures.
	2.A.4 Identify and discuss the elements of plot and subplot.
	2.A.5 Identify/compare characters' attributes and motives
	2.A.6 Make inferences about character traits and check text for verification.
	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.B.2 Support an interpretation by citing the text.
	2.B.4 Analyze several works that have a common theme.
	2.B.6 Support plausible interpretations with evidence from the text.
	3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
	3.A.2 Demonstrate subject/verb agreement.
	3.A.3 Use appropriate capitalization.
	3.A.4 Use appropriate punctuation.
	3.A.5 Use correct spelling of appropriate high frequency words.
	3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
	3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).
	3.A.8 Proofread one's own work and the work of others and revise accordingly.
	3.B.2 Compose topic sentence; establish and maintain a focus.
	3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
	3.B.4 Use basic transitions to connect ideas.
	3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
	3.B.6 Use adjectives and adverbs to enrich written language.
	3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
	3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1 Use appropriate language, detail, and format for a specified audience.
	3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
	4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.
	4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
	4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).

		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 20	The Weapons of King Chuko	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self-correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
		1.B.5 Make connections from text to text, text to self, text to world.
		1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
		1.B.7 Identify explicit and implicit main ideas.
		1.B.8 Differentiate between fact and opinion.
		1.B.10 Paraphrase/summarize information in a text.
		1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
		1.B.12 Critique text using personal reflections and responses.
		1.B.13 Generalize meanings from figurative language.
		1.B.15 Read age-appropriate material aloud with fluency and accuracy.
		1.C.1 Use evidence in text to modify predictions and questions.
		1.C.2 Use evidence in text to respond to open-ended questions.
		1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
		1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
		1.C.6 Select reading strategies for text appropriate to the reader's purpose.
		1.C.9 Paraphrase/summarize narrative text according to text structure.
		1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
		1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
		2.A.1 Read a wide range of fiction.
		2.A.2 Identify and compare themes or messages in various selections.
		2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of works by a variety of authors from different times and cultures.
		2.A.4 Identify and discuss the elements of plot and subplot.
		2.A.5 Identify/compare characters' attributes and motives

		2.A.6 Make inferences about character traits and check text for verification. 2.A.7 Analyze unfamiliar vocabulary. 2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text. 2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
		2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world. 2.B.2 Support an interpretation by citing the text. 2.B.4 Analyze several works that have a common theme. 2.B.6 Support plausible interpretations with evidence from the text.
		3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory). 3.A.2 Demonstrate subject/verb agreement. 3.A.3 Use appropriate capitalization. 3.A.4 Use appropriate punctuation. 3.A.5 Use correct spelling of appropriate high frequency words. 3.A.6 Demonstrate progression from phonetic to conventional spelling of words. 3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb). 3.A.8 Proofread one's own work and the work of others and revise accordingly.
		3.B.2 Compose topic sentence; establish and maintain a focus. 3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context. 3.B.4 Use basic transitions to connect ideas.
		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration). 3.B.6 Use adjectives and adverbs to enrich written language. 3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately. 3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher). 3.C.1 Use appropriate language, detail, and format for a specified audience. 3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus. 4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 21 The Odyssey		1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.

	1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self-correct miscues that interfere with meaning.
	1.A.6 Recognize the difference between denotative and connotative meanings of words.
	1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
	1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
	1.B.2 Use self-questioning and teacher questioning to promote active reading.
	1.B.3 Infer before, during, and after reading.
	1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
	1.B.5 Make connections from text to text, text to self, text to world.
	1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
	1.B.7 Identify explicit and implicit main ideas.
	1.B.8 Differentiate between fact and opinion.
	1.B.10 Paraphrase/summarize information in a text.
	1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
	1.B.12 Critique text using personal reflections and responses.
	1.B.13 Generalize meanings from figurative language.
	1.B.15 Read age-appropriate material aloud with fluency and accuracy.
	1.C.1 Use evidence in text to modify predictions and questions.
	1.C.2 Use evidence in text to respond to open-ended questions.
	1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
	1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
	1.C.6 Select reading strategies for text appropriate to the reader's purpose.
	1.C.9 Paraphrase/summarize narrative text according to text structure.
	1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
	1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
	2.A.1 Read a wide range of fiction.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of works by a variety of authors from different times and cultures.
	2.A.4 Identify and discuss the elements of plot and subplot.
	2.A.5 Identify/compare characters' attributes and motives
	2.A.6 Make inferences about character traits and check text for verification.
	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.B.2 Support an interpretation by citing the text.
	2.B.4 Analyze several works that have a common theme.
	2.B.6 Support plausible interpretations with evidence from the text.

		3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
		3.A.2 Demonstrate subject/verb agreement.
		3.A.3 Use appropriate capitalization.
		3.A.4 Use appropriate punctuation.
		3.A.5 Use correct spelling of appropriate high frequency words.
		3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
		3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).
		3.A.8 Proofread one's own work and the work of others and revise accordingly.
		3.B.2 Compose topic sentence; establish and maintain a focus.
		3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
		3.B.4 Use basic transitions to connect ideas.
		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
		3.B.6 Use adjectives and adverbs to enrich written language.
		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
		3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 22	How Much is a Son Worth?	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
		1.B.5 Make connections from text to text, text to self, text to world.

	1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
	1.B.7 Identify explicit and implicit main ideas.
	1.B.8 Differentiate between fact and opinion.
	1.B.10 Paraphrase/summarize information in a text.
	1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
	1.B.12 Critique text using personal reflections and responses.
	1.B.13 Generalize meanings from figurative language.
	1.B.15 Read age-appropriate material aloud with fluency and accuracy.
	1.C.1 Use evidence in text to modify predictions and questions.
	1.C.2 Use evidence in text to respond to open-ended questions.
	1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
	1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
	1.C.6 Select reading strategies for text appropriate to the reader's purpose.
	1.C.9 Paraphrase/summarize narrative text according to text structure.
	1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
	1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
	2.A.1 Read a wide range of fiction.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of works by a variety of authors from different times and cultures.
	2.A.4 Identify and discuss the elements of plot and subplot.
	2.A.5 Identify/compare characters' attributes and motives
	2.A.6 Make inferences about character traits and check text for verification.
	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.B.2 Support an interpretation by citing the text.
	2.B.4 Analyze several works that have a common theme.
	2.B.6 Support plausible interpretations with evidence from the text.
	3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
	3.A.2 Demonstrate subject/verb agreement.
	3.A.3 Use appropriate capitalization.
	3.A.4 Use appropriate punctuation.
	3.A.5 Use correct spelling of appropriate high frequency words.
	3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
	3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).

		3.A.8 Proofread one's own work and the work of others and revise accordingly.
		3.B.2 Compose topic sentence; establish and maintain a focus.
		3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
		3.B.4 Use basic transitions to connect ideas.
		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
		3.B.6 Use adjectives and adverbs to enrich written language.
		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
		3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 23	Images of Waves	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self-correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
		1.B.5 Make connections from text to text, text to self, text to world.
		1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
		1.B.7 Identify explicit and implicit main ideas.
		1.B.8 Differentiate between fact and opinion.
		1.B.10 Paraphrase/summarize information in a text.
		1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
		1.B.12 Critique text using personal reflections and responses.
		1.B.13 Generalize meanings from figurative language.

	1.B.15 Read age-appropriate material aloud with fluency and accuracy.
	1.C.1 Use evidence in text to modify predictions and questions.
	1.C.2 Use evidence in text to respond to open-ended questions.
	1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
	1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
	1.C.6 Select reading strategies for text appropriate to the reader's purpose.
	1.C.9 Paraphrase/summarize narrative text according to text structure.
	1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
	1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
	2.A.1 Read a wide range of fiction.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of works by a variety of authors from different times and cultures.
	2.A.4 Identify and discuss the elements of plot and subplot.
	2.A.5 Identify/compare characters' attributes and motives
	2.A.6 Make inferences about character traits and check text for verification.
	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.B.2 Support an interpretation by citing the text.
	2.B.4 Analyze several works that have a common theme.
	2.B.6 Support plausible interpretations with evidence from the text.
	3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
	3.A.2 Demonstrate subject/verb agreement.
	3.A.3 Use appropriate capitalization.
	3.A.4 Use appropriate punctuation.
	3.A.5 Use correct spelling of appropriate high frequency words.
	3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
	3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).
	3.A.8 Proofread one's own work and the work of others and revise accordingly.
	3.B.2 Compose topic sentence; establish and maintain a focus.
	3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
	3.B.4 Use basic transitions to connect ideas.
	3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
	3.B.6 Use adjectives and adverbs to enrich written language.
	3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
	3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).

		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 24	About Lying	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
		1.B.5 Make connections from text to text, text to self, text to world.
		1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
		1.B.7 Identify explicit and implicit main ideas.
		1.B.8 Differentiate between fact and opinion.
		1.B.9 Infer cause/effect relationships in expository text.
		1.B.10 Paraphrase/summarize information in a text.
		1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
		1.B.12 Critique text using personal reflections and responses.
		1.B.13 Generalize meanings from figurative language.
		1.B.15 Read age-appropriate material aloud with fluency and accuracy.
		1.C.1 Use evidence in text to modify predictions and questions.
		1.C.2 Use evidence in text to respond to open-ended questions.
		1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
		1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
		1.C.6 Select reading strategies for text appropriate to the reader's purpose.
		1.C.7 Make generalizations based on relevant information from expository text.
		1.C.8 Recognize main ideas and secondary ideas in expository text.

	1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
	1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.B.2 Support an interpretation by citing the text.
	2.B.4 Analyze several works that have a common theme.
	2.B.5 Read a wide range of nonfiction (e.g., books, newspapers, magazines, textbooks, visual media).
	2.B.6 Support plausible interpretations with evidence from the text.
	3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
	3.A.2 Demonstrate subject/verb agreement.
	3.A.3 Use appropriate capitalization.
	3.A.4 Use appropriate punctuation.
	3.A.5 Use correct spelling of appropriate high frequency words.
	3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
	3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).
	3.A.8 Proofread one's own work and the work of others and revise accordingly.
	3.B.2 Compose topic sentence; establish and maintain a focus.
	3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
	3.B.4 Use basic transitions to connect ideas.
	3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
	3.B.6 Use adjectives and adverbs to enrich written language.
	3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
	3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1 Use appropriate language, detail, and format for a specified audience.
	3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
	4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.
	4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
	4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
	4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).

Lesson 25	The Man Who Thought He Could Do Anything	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self-correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
		1.B.5 Make connections from text to text, text to self, text to world.
		1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
		1.B.7 Identify explicit and implicit main ideas.
		1.B.8 Differentiate between fact and opinion.
		1.B.10 Paraphrase/summarize information in a text.
		1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
		1.B.12 Critique text using personal reflections and responses.
		1.B.13 Generalize meanings from figurative language.
		1.B.15 Read age-appropriate material aloud with fluency and accuracy.
		1.C.1 Use evidence in text to modify predictions and questions.
		1.C.2 Use evidence in text to respond to open-ended questions.
		1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
		1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
		1.C.6 Select reading strategies for text appropriate to the reader's purpose.
		1.C.9 Paraphrase/summarize narrative text according to text structure.
		1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
		1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
		2.A.1 Read a wide range of fiction.
		2.A.2 Identify and compare themes or messages in various selections.
		2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of works by a variety of authors from different times and cultures.
		2.A.4 Identify and discuss the elements of plot and subplot.
		2.A.5 Identify/compare characters' attributes and motives
		2.A.6 Make inferences about character traits and check text for verification.
		2.A.7 Analyze unfamiliar vocabulary.
		2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.

	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.B.2 Support an interpretation by citing the text.
	2.B.4 Analyze several works that have a common theme.
	2.B.6 Support plausible interpretations with evidence from the text.
	3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
	3.A.2 Demonstrate subject/verb agreement.
	3.A.3 Use appropriate capitalization.
	3.A.4 Use appropriate punctuation.
	3.A.5 Use correct spelling of appropriate high frequency words.
	3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
	3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).
	3.A.8 Proofread one's own work and the work of others and revise accordingly.
	3.B.2 Compose topic sentence; establish and maintain a focus.
	3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
	3.B.4 Use basic transitions to connect ideas.
	3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
	3.B.6 Use adjectives and adverbs to enrich written language.
	3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
	3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1 Use appropriate language, detail, and format for a specified audience.
	3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
	4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.
	4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
	4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
	4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 26 Robinson Crusoe	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
	1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
	1.A.3 Use synonyms and antonyms to define words.
	1.A.4 Use word origins to construct the meanings of new words.
	1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self correct miscues that interfere with meaning.
	1.A.6 Recognize the difference between denotative and connotative meanings of words.

	1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
	1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
	1.B.2 Use self-questioning and teacher questioning to promote active reading.
	1.B.3 Infer before, during, and after reading.
	1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
	1.B.5 Make connections from text to text, text to self, text to world.
	1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
	1.B.7 Identify explicit and implicit main ideas.
	1.B.8 Differentiate between fact and opinion.
	1.B.10 Paraphrase/summarize information in a text.
	1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
	1.B.12 Critique text using personal reflections and responses.
	1.B.13 Generalize meanings from figurative language.
	1.B.15 Read age-appropriate material aloud with fluency and accuracy.
	1.C.1 Use evidence in text to modify predictions and questions.
	1.C.2 Use evidence in text to respond to open-ended questions.
	1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
	1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
	1.C.6 Select reading strategies for text appropriate to the reader's purpose.
	1.C.9 Paraphrase/summarize narrative text according to text structure.
	1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
	1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
	2.A.1 Read a wide range of fiction.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of works by a variety of authors from different times and cultures.
	2.A.4 Identify and discuss the elements of plot and subplot.
	2.A.5 Identify/compare characters' attributes and motives
	2.A.6 Make inferences about character traits and check text for verification.
	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.B.2 Support an interpretation by citing the text.
	2.B.4 Analyze several works that have a common theme.
	2.B.6 Support plausible interpretations with evidence from the text.
	3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).

		3.A.2 Demonstrate subject/verb agreement. 3.A.3 Use appropriate capitalization. 3.A.4 Use appropriate punctuation. 3.A.5 Use correct spelling of appropriate high frequency words. 3.A.6 Demonstrate progression from phonetic to conventional spelling of words. 3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb). 3.A.8 Proofread one's own work and the work of others and revise accordingly. 3.B.2 Compose topic sentence; establish and maintain a focus. 3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context. 3.B.4 Use basic transitions to connect ideas. 3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration). 3.B.6 Use adjectives and adverbs to enrich written language. 3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately. 3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher). 3.C.1 Use appropriate language, detail, and format for a specified audience. 3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece. 4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus. 4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions. 4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies). 4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 27	Narcissus	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words. 1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning. 1.A.3 Use synonyms and antonyms to define words. 1.A.4 Use word origins to construct the meanings of new words. 1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self correct miscues that interfere with meaning. 1.A.6 Recognize the difference between denotative and connotative meanings of words. 1.A.7 Determine the meaning of a word in context when the word has multiple meanings. 1.B.1 Set a purpose for reading and adjust as necessary before and during reading. 1.B.2 Use self-questioning and teacher questioning to promote active reading. 1.B.3 Infer before, during, and after reading. 1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading. 1.B.5 Make connections from text to text, text to self, text to world. 1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.

	1.B.7 Identify explicit and implicit main ideas.
	1.B.8 Differentiate between fact and opinion.
	1.B.10 Paraphrase/summarize information in a text.
	1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
	1.B.12 Critique text using personal reflections and responses.
	1.B.13 Generalize meanings from figurative language.
	1.B.15 Read age-appropriate material aloud with fluency and accuracy.
	1.C.1 Use evidence in text to modify predictions and questions.
	1.C.2 Use evidence in text to respond to open-ended questions.
	1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
	1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
	1.C.6 Select reading strategies for text appropriate to the reader's purpose.
	1.C.9 Paraphrase/summarize narrative text according to text structure.
	1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
	1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
	2.A.1 Read a wide range of fiction.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of works by a variety of authors from different times and cultures.
	2.A.4 Identify and discuss the elements of plot and subplot.
	2.A.5 Identify/compare characters' attributes and motives
	2.A.6 Make inferences about character traits and check text for verification.
	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.B.2 Support an interpretation by citing the text.
	2.B.4 Analyze several works that have a common theme.
	2.B.6 Support plausible interpretations with evidence from the text.
	3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
	3.A.2 Demonstrate subject/verb agreement.
	3.A.3 Use appropriate capitalization.
	3.A.4 Use appropriate punctuation.
	3.A.5 Use correct spelling of appropriate high frequency words.
	3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
	3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).
	3.A.8 Proofread one's own work and the work of others and revise accordingly.
	3.B.2 Compose topic sentence; establish and maintain a focus.

		3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
		3.B.4 Use basic transitions to connect ideas.
		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
		3.B.6 Use adjectives and adverbs to enrich written language.
		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
		3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 28 The Spider and the Turtle		1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self-correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
		1.B.5 Make connections from text to text, text to self, text to world.
		1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
		1.B.7 Identify explicit and implicit main ideas.
		1.B.8 Differentiate between fact and opinion.
		1.B.10 Paraphrase/summarize information in a text.
		1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
		1.B.12 Critique text using personal reflections and responses.
		1.B.13 Generalize meanings from figurative language.
		1.B.15 Read age-appropriate material aloud with fluency and accuracy.
		1.C.1 Use evidence in text to modify predictions and questions.

	1.C.2 Use evidence in text to respond to open-ended questions.
	1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
	1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
	1.C.6 Select reading strategies for text appropriate to the reader's purpose.
	1.C.9 Paraphrase/summarize narrative text according to text structure.
	1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
	1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
	2.A.1 Read a wide range of fiction.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.3 Compare one or more story elements (e.g., character, plot, setting) and points of view in a variety of works by a variety of authors from different times and cultures.
	2.A.4 Identify and discuss the elements of plot and subplot.
	2.A.5 Identify/compare characters' attributes and motives
	2.A.6 Make inferences about character traits and check text for verification.
	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.B.2 Support an interpretation by citing the text.
	2.B.4 Analyze several works that have a common theme.
	2.B.6 Support plausible interpretations with evidence from the text.
	3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
	3.A.2 Demonstrate subject/verb agreement.
	3.A.3 Use appropriate capitalization.
	3.A.4 Use appropriate punctuation.
	3.A.5 Use correct spelling of appropriate high frequency words.
	3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
	3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).
	3.A.8 Proofread one's own work and the work of others and revise accordingly.
	3.B.2 Compose topic sentence; establish and maintain a focus.
	3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
	3.B.4 Use basic transitions to connect ideas.
	3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
	3.B.6 Use adjectives and adverbs to enrich written language.
	3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
	3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1 Use appropriate language, detail, and format for a specified audience.
	3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.

		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 29	A Map of Iceland	
		1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.
		1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
		1.A.3 Use synonyms and antonyms to define words.
		1.A.4 Use word origins to construct the meanings of new words.
		1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self correct miscues that interfere with meaning.
		1.A.6 Recognize the difference between denotative and connotative meanings of words.
		1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
		1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
		1.B.2 Use self-questioning and teacher questioning to promote active reading.
		1.B.3 Infer before, during, and after reading.
		1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
		1.B.5 Make connections from text to text, text to self, text to world.
		1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
		1.B.7 Identify explicit and implicit main ideas.
		1.B.8 Differentiate between fact and opinion.
		1.B.9 Infer cause/effect relationships in expository text.
		1.B.10 Paraphrase/summarize information in a text.
		1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
		1.B.12 Critique text using personal reflections and responses.
		1.B.13 Generalize meanings from figurative language.
		1.B.15 Read age-appropriate material aloud with fluency and accuracy.
		1.C.1 Use evidence in text to modify predictions and questions.
		1.C.2 Use evidence in text to respond to open-ended questions.
		1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
		1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
		1.C.6 Select reading strategies for text appropriate to the reader's purpose.
		1.C.7 Make generalizations based on relevant information from expository text.
		1.C.8 Recognize main ideas and secondary ideas in expository text.
		1.C.11 Recognize similarities and differences when presented with varying styles or points of view.

		1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
		2.A.2 Identify and compare themes or messages in various selections.
		2.A.7 Analyze unfamiliar vocabulary.
		2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
		2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
		2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
		2.B.2 Support an interpretation by citing the text.
		2.B.4 Analyze several works that have a common theme.
		2.B.5 Read a wide range of nonfiction (e.g., books, newspapers, magazines, textbooks, visual media).
		2.B.6 Support plausible interpretations with evidence from the text.
		3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
		3.A.2 Demonstrate subject/verb agreement.
		3.A.3 Use appropriate capitalization.
		3.A.4 Use appropriate punctuation.
		3.A.5 Use correct spelling of appropriate high frequency words.
		3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
		3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).
		3.A.8 Proofread one's own work and the work of others and revise accordingly.
		3.B.2 Compose topic sentence; establish and maintain a focus.
		3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
		3.B.4 Use basic transitions to connect ideas.
		3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
		3.B.6 Use adjectives and adverbs to enrich written language.
		3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
		3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
		3.C.1 Use appropriate language, detail, and format for a specified audience.
		3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
		4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.
		4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
		4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
		4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
Lesson 30	The Histories	1.A.1 Use a combination of word analysis and vocabulary strategies (e.g., phonics, word patterns, structural analyses) to identify words.

	1.A.2 Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.
	1.A.3 Use synonyms and antonyms to define words.
	1.A.4 Use word origins to construct the meanings of new words.
	1.A.5 Apply word analysis and vocabulary strategies across the curriculum and in independent reading to self correct miscues that interfere with meaning.
	1.A.6 Recognize the difference between denotative and connotative meanings of words.
	1.A.7 Determine the meaning of a word in context when the word has multiple meanings.
	1.B.1 Set a purpose for reading and adjust as necessary before and during reading.
	1.B.2 Use self-questioning and teacher questioning to promote active reading.
	1.B.3 Infer before, during, and after reading.
	1.B.4 Select and use appropriate strategies according to textual complexities and reader purpose before and during reading.
	1.B.5 Make connections from text to text, text to self, text to world.
	1.B.6 Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
	1.B.7 Identify explicit and implicit main ideas.
	1.B.8 Differentiate between fact and opinion.
	1.B.9 Infer cause/effect relationships in expository text.
	1.B.10 Paraphrase/summarize information in a text.
	1.B.11 Clarify understanding continuously (e.g., read ahead, use visual and context clues) during reading.
	1.B.12 Critique text using personal reflections and responses.
	1.B.13 Generalize meanings from figurative language.
	1.B.15 Read age-appropriate material aloud with fluency and accuracy.
	1.C.1 Use evidence in text to modify predictions and questions.
	1.C.2 Use evidence in text to respond to open-ended questions.
	1.C.3 Use evidence in text to generate and confirm or reject hypotheses.
	1.C.5 Interpret concepts or make connections through comparison, analysis, evaluation, and inference.
	1.C.6 Select reading strategies for text appropriate to the reader's purpose.
	1.C.7 Make generalizations based on relevant information from expository text.
	1.C.8 Recognize main ideas and secondary ideas in expository text.
	1.C.11 Recognize similarities and differences when presented with varying styles or points of view.
	1.C.13 Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.
	2.A.2 Identify and compare themes or messages in various selections.
	2.A.7 Analyze unfamiliar vocabulary.
	2.A.8 Identify metaphor, simile, onomatopoeia, and hyperbole in text.
	2.A.9 Discuss and respond to a variety of literature (e.g., folktales, legends, myths, fiction, nonfiction, poems).
	2.B.1 Make inferences, draw conclusions, make connections from text to text, text to self, text to world.
	2.B.2 Support an interpretation by citing the text.
	2.B.4 Analyze several works that have a common theme.

	2.B.5 Read a wide range of nonfiction (e.g., books, newspapers, magazines, textbooks, visual media).
	2.B.6 Support plausible interpretations with evidence from the text.
	3.A.1 Write fully-developed paragraph(s) using proper form (e.g., topic sentence, details, summary/conclusion sentence) and a variety of sentence types (i.e., interrogative, declarative, imperative, exclamatory).
	3.A.2 Demonstrate subject/verb agreement.
	3.A.3 Use appropriate capitalization.
	3.A.4 Use appropriate punctuation.
	3.A.5 Use correct spelling of appropriate high frequency words.
	3.A.6 Demonstrate progression from phonetic to conventional spelling of words.
	3.A.7 Demonstrate appropriate use of the various parts of speech (e.g., noun, pronoun, verb, adjective, adverb).
	3.A.8 Proofread one's own work and the work of others and revise accordingly.
	3.B.2 Compose topic sentence; establish and maintain a focus.
	3.B.3 Organize paragraph(s) with a clear beginning, middle, and end appropriate to purpose, audience, and context.
	3.B.4 Use basic transitions to connect ideas.
	3.B.5 Elaborate ideas through first level supporting details (e.g., facts, description, reasons, narration).
	3.B.6 Use adjectives and adverbs to enrich written language.
	3.B.7 Use a variety of sentence structures (e.g., simple, compound, complex) appropriately.
	3.B.8 Revise and edit (e.g., conference with self, peer, volunteer, teacher).
	3.C.1 Use appropriate language, detail, and format for a specified audience.
	3.C.2 Use the characteristics of a well-developed narrative, expository, and persuasive piece.
	4.A.1 Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.
	4.A.5 Distinguish between and formulate questions that are based on facts and those that are based on inferences and opinions.
	4.A.6 Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
	4.B.11 Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).